DOCUMENT RESUME

ED 149 074 08 CE 014 310

TITLE	Professional Teacher Education Module Series. Introduce a Lesson, Module C-10 of Category C--Instructional Execution.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	47p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.00)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Attention Control; Classroom Techniques; Educational Strategies; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; Lesson Plans; *Orientation Materials; Performance Based Teacher Education; Planning; Post Secondary Education; Secondary Education; Student Motivation; Teacher Education Curriculum; *Teaching Methods; *Teaching Skills; Teaching Techniques; *Vocational Education

ABSTRACT

This tenth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in identifying the elements of a good lesson introduction and skills needed in presenting an interesting introduction which will stimulate student interest in the lesson which is to follow. The terminal objective for the module is to introduce a lesson in an actual school situation. Introductory sections relate the competency dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required reading, a self-check quiz with model answers, case scripts to rate, model ratings, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED149074

MODULE

C-10

Introduce a Lesson

MODULE C-10 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

KEY PROGRAM STAFF:

James B. Hamilton, Program Director

Robert E. Norton, Associate Program Director

Glen E. Fardig, Specialist

Lois G. Harrington, Program Assistant

Karen M. Quinn, Program Assistant

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Joel H. Magisos

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

Copyright 1977 by The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Copyright is claimed until January 14, 1982. Thereafter all portions of this work covered by this copyright will be in the public domain.

This work was developed under a contract with Department of Health, Education, and Welfare, National Institute of Education. However, the opinions and other content do not necessarily reflect the position or policy of the Agency, and no official endorsement should be inferred.

1977

ISBN: 0-914452-66-5

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM),** 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 310

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

AMERICAN ASSOCIATION
FOR VOCATIONAL
INSTRUCTIONAL MATERIALS

Engineering Center
University of Georgia
Athens, Georgia 30602

The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Every lesson, whether long or short, must have a beginning and an end. Too often teachers devote all their time to choosing and arranging the content of a lesson and do not plan how to begin and end it effectively. The development of the content of the lesson deserves the major share of your preparation time. It must be worked out before you can sensibly plan how to introduce the lesson. However, leaving the introduction to the inspiration of the moment can have uninspiring results.

An introduction to a lesson can be compared with the appetizer for a dinner. Just as an appetizer sharpens the appetite for the food that is to follow, an introduction should stimulate a desire in the students to learn what is to come.

This module is designed to help you identify the elements of a good lesson introduction and gain the skills you need to present an interesting introduction that will stimulate student interest in the lesson which is to follow.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, introduce a lesson. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 43 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the elements of an effective lesson introduction (*Learning Experience I*).
2. Given an actual teacher presenting a lesson introduction, or two case scripts of teachers introducing a lesson, rate the performance of the teacher(s) (*Learning Experience II*).
3. In a simulated classroom or laboratory situation, introduce a lesson (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

No outside resources

Learning Experience II

Required

A teacher experienced in presenting lesson introductions whose performance you can observe and critique. If a teacher is unavailable, an alternate activity has been provided.

A resource person to evaluate your competency in critiquing the performance of an actual teacher in introducing a lesson.

Optional

A locally-produced videotape of a teacher introducing a lesson which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped lesson introduction.

Learning Experience III

Required

2–5 peers to role-play students to whom you are introducing a lesson and to critique your performance in introducing a lesson. If peers are unavailable, you may present your lesson introduction to your *resource person*.

Optional

A resource person to evaluate your competency in developing a lesson plan.

Videotape equipment for taping, viewing, and self-evaluating your presentation.

Learning Experience IV

Required

An actual school situation in which you can introduce a lesson.

A resource person to assess your competency in introducing a lesson.

This module covers performance element number 100 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the elements of an effective lesson introduction.

You will be reading the information sheet, Introducing a Lesson, pp. 6–8.

You will be demonstrating knowledge of the elements of an effective lesson introduction by completing the Self-Check, pp. 9–10.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 11.

Activity

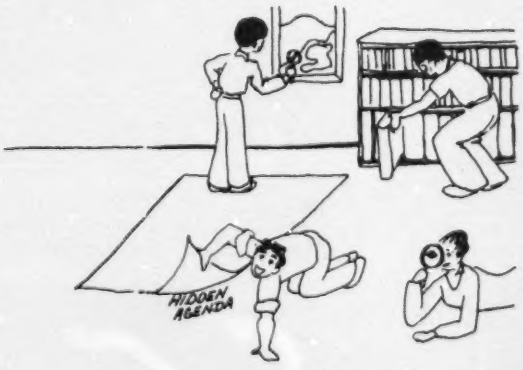
For information regarding the purposes and elements of effective lesson introductions, read the following information sheet:

INTRODUCING A LESSON

A well-planned lesson introduction orients students to the objectives of the lesson. In other words, it explains (1) what the objectives of the lesson are, (2) how the lesson relates to the students, (3) how it relates to their past classroom activities, and (4) what will be expected of them during and after the lesson. As every experienced teacher knows, however, students entering a classroom are often more inclined to discuss today's sports headlines than they are to be oriented to the lesson for the day. Your lesson introduction, then, should include methods or devices for gaining the attention of your students, and for motivating them sufficiently to hold their attention.

There are several approaches you can use in your introduction in order to stimulate and hold your students' interest in the day's lesson. Assume that you are teaching a unit on safety. One approach that you might use to introduce this topic is to tell a related story or incident. For example, you could relate an incident in which a student was burned when a pot of boiling water was accidentally knocked off a stove. You might also choose to present background material or information. For example, you could give a brief history of the development of state safety rules which apply to school laboratories. Another approach would be to ask a provocative or rhetorical question. For example, you could ask your students if any of them can guess how many students are seriously injured each year in laboratory accidents. You might also choose to make a startling or shocking statement. For example, you could hold up a picture of a person missing a finger on one hand and indicate that before he/she got careless with a power saw, he/she had ten fingers.

The method you choose to use in a particular situation needs to be related to the objectives of the lesson, and not simply a "trick" or obvious attempt to gain attention. If you make a startling remark such as, "it's almost time for you people to take over the government," you might well gain your students' attention. However, that statement is inappropriate and confusing if the lesson's objective is "to practice writing a complete and accurate résumé." In this case, it is more appropriate for you to begin the introduction with an anecdote about a student who didn't get called for an interview because the résumé he/she sent the prospective employer left out some crucial information. This incident is more to the point, and can help you gain the students' attention. It can also get them to think about the need to avoid making a similar mistake themselves. After gaining the interest of your students with a relevant anecdote, you will have set the stage for a brief, clear statement of the lesson objective and an overview of what the students will be doing during the lesson. It is important that students have this information before beginning a lesson. They not only **need,** but have a **right** to know exactly what is expected of them, why they are being asked to perform certain activities, how they should proceed, and how they will know when they have achieved the objective(s). Under these conditions they will be more likely to achieve the lesson objective(s). In addition, they will not feel that the teacher has some "hidden agenda" which they must discover if they are to be successful.



Obviously, the introduction grows out of your lesson plan for the day, so no one formula for introducing a lesson can be given. If this lesson is the **beginning** of a unit on "Getting a Job," for example, you might not need to spend a great deal of time relating this lesson to past classroom activities.[1] However, you would want to provide a clear transition from the previous unit. On the other hand, if the lesson overlaps with the previous day's activities, or if students have been working eagerly on a particular project for several days, the motivational devices might be unnecessary, but the "look backward" and "look ahead" might need to be stressed.

The classroom **situation,** in other words, has an impact on how you will introduce each lesson. The introduction, like the lesson plan of which it is an integral part, should reflect your understanding of the needs, interests, and abilities of your students, your grasp of who and where they are.[2] The introduction that worked beautifully in one class may fail to motivate another class. One class may respond well to strictly verbal explanations; another may need to see a chart, picture, or real object to fully understand a point you are trying to make.

It is usually advisable to involve students in the introduction to the lesson. For example, you could ask a student to share with the class an experience related to the lesson objective. However, in some situations this may be unnecessary. Consider the following example. In introducing a lesson, you tell your students they will be working in buzz groups on possible solutions to an automotive design problem. Then, you state that the objective of the exercise is for each group to evaluate the alternatives, present their solution to the class, and defend it. In this case, beyond asking if there are any questions, spending time involving students in your introduction to the lesson may be unnecessary. Of course, if there are questions or confused looks, then you and your

1. To gain skill in developing a unit of instruction, you may wish to refer to Module B–3, *Develop a Unit of Instruction.*

2. To gain skill in determining the needs and interests of your students, you may wish to refer to Module B–1, *Determine Needs and Interests of Students.*

students have more work to do before the objective of the lesson can be accomplished.

Introducing a lesson, then, has two major purposes: (1) orienting your students to the objectives of the lesson, and (2) getting and holding your students' attention. There is no one method for organizing the lesson introduction, but a good, complete introduction should include the following components—

- a specific statement of what the objective(s) of the lesson is in terms of student behavior
- a number of opportunities for student response and participation
- an explanation of why the objective(s) is important in terms of student needs
- an explanation of how the student will proceed in accomplishing the objective(s)—what they will do; what is expected of them
- an explanation of how the lesson relates to past classroom activities, or to the students' prior knowledge or experience
- a statement of how the students will know when they have achieved the objective(s)
- a plan to use instructional aids such as real objects, models, chalkboard, charts, etc., if appropriate

The way you introduce your lesson sets the tone for the entire class period. Careful planning will help to ensure that the introduction will whet students' appetites for what is ahead. However, more than careful planning is required if your introduction is to gain maximum student interest in the lesson. You should support your planning efforts with your **own** enthusiasm. During your introduction, you should show your students that **you** are interested in, and enthusiastic about, what they will soon be learning. Then you can feel confident that you have presented a good introduction.

Since you will be graduating this year, I have arranged for all of you to be interviewed today by our city's largest employer, Communications, Inc.
Had you worried, didn't I? If you were to be interviewed tomorrow, would you be ready? The objective of today's lesson is preparing for a job interview.

Getting attention and orienting students to the objectives of the lesson are two important features of the lesson introduction.

The following items check your comprehension of the material in the information sheet, Introducing a Lesson, pp. 6–8. Each of the five items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. What are the major purposes of the lesson introduction?

2. If a teacher makes a specific statement of what the objective of the lesson is, has he/she "oriented students to the objective of the lesson"? Why or why not?

3. Critique the statement, "It doesn't matter what the teacher says or does to get students' attention, so long as he/she gets it."

4. Explain why a lesson introduction may need to be revised for different classes.

5. Why is it important that students know what will be expected of them during a lesson?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. The major purposes of the lesson introduction are to (1) orient students to the objectives of the lesson and (2) get and hold students' attention.
2. Not completely. Orienting students to the objective(s) of the lesson involves more than stating the objective, although this is, of course, essential. Students need to know why the objective is important to them, how it is related to their past classroom activities or prior experience, and what they will be doing during the lesson to accomplish the objective.
3. One important purpose of the lesson introduction is to get and hold students' attention, yes, but only in order to **focus that attention on the lesson objective.** If a teacher does or says something funny, startling, or interesting, and it is unrelated to the lesson objective, he/she runs the risk of either confusing students (leaving them trying to figure out what they missed), or giving them the impression that now that the fun is over, it's time to get down to the boring matter at hand.
4. Classroom situations vary, and your lesson (including the lesson introduction) will vary accordingly. Different students have different needs, interests, abilities, and backgrounds, and your total lesson plan should reflect your understanding of these differences. For example, if you decide that the test you used with one class should be scaled down for another class, the original lesson introduction—in which you explain to your students how they will know when they have accomplished the objective—will obviously have to be revised. The provocative question that excited the interest of one class may leave another (with different interests and backgrounds) blank. The lessons preceding the one you are introducing may not always be the same for different classes; your explanation in the lesson introduction of how this lesson relates to past classroom activities would thus have to change. And so on.
6. For one thing, students will be more likely to achieve the objective if they have a clear picture before beginning work of what they are supposed to do, and how they will know when they are successful. In addition, students will probably be more motivated if they feel that the teacher is working with them to help them achieve an objective; announcing what is expected avoids leaving the impression that the teacher is out to trip up students.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Introducing a Lesson, pp. 6–8, or check with your resource person if necessary.

NOTES

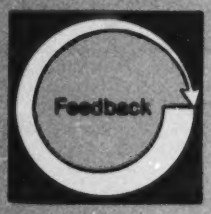
Learning Experience II

OVERVIEW

Given an actual teacher presenting a lesson introduction, or two case scripts of teachers introducing lessons, rate the performance of the teacher(s).

NOTE: The next activity involves observing and rating the performance of an actual teacher in introducing a lesson. If an actual teacher is not available to you, proceed directly to the explanation of the alternate activity below.

You will be observing an actual teacher introducing a lesson and rating the performance of that teacher, using the Introduction Checklist, p. 17.



You will be evaluating your competency in rating the performance of an actual teacher in introducing a lesson by discussing your ratings with your resource person.

You will be reading the Case Scripts, pp. 19–20.

You will be rating the performance of the two teachers described in the Case Scripts, using the Introduction Checklists, pp. 21–22.

You will be evaluating your competency in rating the performance of the two teachers described in the Case Scripts by comparing your ratings with the Model Ratings, pp. 23–24.

You may wish to view a locally-produced videotape of a teacher introducing a lesson, and to critique that teacher's performance.

NOTE: The next activity involves observing and critiquing the performance of an actual teacher skilled in introducing a lesson. If an actual teacher is not available to you, turn to p. 19 for an explanation of the alternate activity.

Arrange through your resource person to observe a teacher skilled in making lesson introductions. You may need to contact this person to request permission to visit the class and to arrange the best time for your visit. You will be observing the teacher and rating his/her performance in introducing a lesson, using the Introduction Checklist on the following page.

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

There is no formal feedback device for this activity. You will be evaluating your competency in critiquing the performance of an actual teacher in introducing a lesson by discussing your ratings with your resource person. You should arrange to meet with your resource person. At this meeting, your discussion may be centered around topics such as (1) your reasons for rating the teacher's performance as you did, (2) opportunities for student involvement that the teacher may have missed, and/or (3) what you might have done differently if you had been introducing the lesson.

The following Case Scripts present lesson introductions made by two different teachers. The first teacher presents an introduction to a lesson on manicures; the second teacher presents an introduction to a lesson on nails. With the criteria for a good lesson introduction in mind, read both of the case scripts.

CASE SCRIPTS

Case Script 1:

Mrs. Watkins:
Good morning, class. Are you all settled and ready to go to work? Would you please take out your information sheets on good grooming?

Students shuffle papers for a few seconds and then the room becomes quiet.

We have been talking about the importance of good grooming for more than a week now and you have been studying from your information sheets. Today, we're going to finish up this unit.

Mrs. Watkins points to a chart on the wall.

We also have been learning from this chart called "Good Looks of Good Grooming." We talked about care of the hair, face, and teeth. We talked about keeping your body clean, taking care of your clothing, and using good posture. The last part, which we'll cover today, is care of the hands. What do we call a beauty treatment for the hands?

Irving Roth:
A manicure.

Mrs. Watkins:
That's right, Irving, a manicure. When you boys go to a barber shop or you girls go to a beauty shop and ask to have someone do your nails, it's usually going to cost a lot of money. You might pay three or four dollars in an average shop and even more if you go to a really exclusive shop.

I have a better answer to hand care. Let's go through the basic steps listed on page six in your information sheets and here on the chart. I'll show you that it doesn't take much time to manicure your nails at home and that it doesn't cost too much money.

Mrs. Watkins picks up chalk and prepares to write on the chalkboard.

Let's call this lesson, "Look at Your Nails," because other people do look at your nails. Look at your nails. Are you satisfied with the way they look?

Julie Brickman:
No!

Class laughter

Mrs. Watkins:
What do you think you can do about it? Do you think you can practice some of these steps? Well, let's go through these steps and see if we can learn how to do them if you don't know already . . . .

Case Script 2:

Mr. Yamahura:

Hi, kids. Glad to see that I have a full house this afternoon. I wanted to see all your shining faces because today we're going to discuss a couple of differences in our little friends, the nails. Now, I'll bet you're all thinking, "Nails? Why in the world are you going to talk about them?"

Muffled student laughter

Perhaps you are thinking, "I don't even know what the difference between nails is. A nail is a nail."

Mr. Yamahura holds up four nails.

These look pretty much alike, don't they? They all have a head at one end and a point at the other end. I'll bet you can't see much difference between these nails. Let me find some different ones.

Mr. Yamahura sorts through a pile of nails on his desk, picks one up, and holds it up for the students to see.

Here, now. This one looks like a bird of a different feather, doesn't it? We wouldn't want to repair our kitchen table with this, would we? We'd have a fine mess, wouldn't we? By the same token, can you imagine the mess we'd create if we used this type of nail to hold together the foundation of a house? The first time a fall wind came whipping down the street, the house would be lying in little pieces all over the ground. Let's take some time out here and look at a couple of these things and try to decide what the differences are. If there are differences, maybe we can come up with a reason for those differences.

Mr. Yamahura sits down.

Let's see, how are we going to go about finding these differences? Well, we could probably read some books. But that could get rather boring. Besides, we don't have the time. We could go down the street and talk to Carl, your friendly carpenter man, about his 20 years of experience. But then, of course, that would give us only one man's opinion.

So, I think maybe we'd better just take a look at some of these nails ourselves and see if we can come up with the differences.

Mr. Yamahura holds up a nail.

Take a look at this nail . . . .

Rate the performance of the two teachers described in the Case Scripts, using the Introduction Checklists. A copy for you to use for each script is included on the following pages.

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

In the introduction, the teacher:	N/A	No	Partial	Full
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

In the introduction, the teacher:	N/A	No	Partial	Full
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

Compare your ratings of the performances of the two teachers described in the Case Scripts with the ratings given in the Model Ratings below. Your ratings should exactly duplicate the model ratings.

MODEL RATINGS

	ITEM	RATING	COMMENT
Case Script 1:	1	Full	Stated objective clearly (to learn the basic steps in a manicure and how the manicure can be done at home in a short time).
	2	Full	Related the lesson to student needs (students can reduce expenses by doing own manicure).
	3	Full	Indicated clearly the steps they would follow.
	4	Full	Related the lesson to previous material covered.
	5	Full	Reacted positively.
	6	Full	Asked questions; gave opportunity for student reaction.
	7	No	
	8	Partial	Little enthusiasm, but made up for it by excellent organization of materials.
	9	Full	Used charts, chalkboard; these devices were appropriate for material being presented.
	10	Full	Related study to student needs (own personal appearance); used provocative question (are you satisfied); pointed out the cost of hiring a manicurist.
Case Script 2:	1	Partial	Stated objective (to recognize the differences between various nails), but in a very confusing, disorganized manner.
	2	Partial	Mentioned building a house or table, but this was not convincing in terms of real student needs.
	3	Partial	Indicated that the class would look at differences in nails, but was not specific.
	4	No	
	5	Partial	No real breaks in presentation to allow for student participation.
	6	Partial	Students were not really given the chance to react; they were talked at, even when seemingly being asked.
	7	No	
	8	Partial	Folksy, friendly, approach seemed to be covering up a lack of planning; too much showmanship, too little organization.
	9	Partial	Use of real object (nails) was not the best choice in this case; chart or large model would be more effective.
	10	Partial	Presented some background information on use of nails; raised some questions; used real objects.

LEVEL OF PERFORMANCE: Your ratings for each of the Case Scripts should have exactly duplicated the Model Ratings. If any of your checklist responses were not consistent with the Model Ratings, and the comments provided do not satisfy you, check with your resource person for clarification.

Your institution may have available videotapes showing examples of teachers introducing lessons. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in introducing a lesson, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

Learning Experience III

OVERVIEW

In a simulated classroom or laboratory situation, introduce a lesson.

You will be selecting a student performance objective in your occupational specialty and selecting, modifying, or developing a lesson plan designed to achieve that objective, giving special attention to the lesson's introduction.

You may wish to have your resource person review the adequacy of your plan.

You will be introducing a lesson to a group of peers, or to your resource person.

You may wish to record your presentation on videotape for self-evaluation purposes.

Your competency in introducing a lesson will be evaluated by your peers, or by your resource person, using the Introduction Checklist, pp. 29–39.

If you videotape your presentation, you may wish to evaluate your own performance, using the Introduction Checklist, pp. 29–39.

Select a student performance objective in your occupational specialty. For the purposes of this activity, it would be helpful to limit your selection to an objective that would normally require 15–30 minutes to achieve in a lesson.

Develop a detailed lesson plan for achieving the objective you have selected, or modify or revise an existing plan. Give special attention to the lesson's introduction (you may want to write out your introduction in its entirety, since this is the main focus of your practice in this module).

You may wish to have your resource person review the adequacy of your plan. He/she could use the Teacher Performance Assessment Form in Module B–4, *Develop a Lesson Plan*, as a guide.

In a simulated situation, present a brief (15–30 minutes) lesson to a group of two to five peers. These peers will serve two functions: (1) they will role-play the students to whom you are presenting your lesson, and (2) they will evaluate your performance in introducing the lesson. If peers are not available to you, you may present your lesson to your resource person.

If you wish to self-evaluate, you may record your performance on videotape so you may view your own presentation at a later time.

Multiple copies of the Introduction Checklist are provided in this learning experience. Give a copy to each peer, or to your resource person, before making your presentation in order to ensure that each knows what to look for in your introduction. However, indicate that during your presentation, all attention is to be directed toward you, and that the checklists are to be completed **after** the lesson is finished. You should also indicate that their evaluation will involve only the lesson's introduction.

If you videotaped your lesson, you may wish to self-evaluate using a copy of the Introduction Checklist.

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated why the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated how the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated why the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated how the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated **why** the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated **how** the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

INTRODUCTION CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In the introduction, the teacher:				
1. stated specifically what the objective(s) of the lesson was in terms of student behavior. (For example, did the teacher tell the student that he/she would be able to do things, such as bend, adjust, shape, test, solve, contrast, etc.?)	☐	☐	☐	☐
2. stated why the objective(s) was important in terms of student needs. (For example, did the teacher state that the objective was important for the student to learn because of safety reasons, a future job, greater skill development, etc.?)	☐	☐	☐	☐
3. stated how the student would proceed in accomplishing the objective(s) of the lesson. (For example, did the teacher state what the student was to do in order to meet the objectives of the lesson, such as read certain material, practice using certain tools, solve certain problems, etc.?)	☐	☐	☐	☐
4. related the lesson to students' prior knowledge or experience. (For example, did the teacher motivate the student by examples, illustrations, questions, or stories related to his/her background?)	☐	☐	☐	☐
5. reacted favorably toward student questions, answers, and comments. (For example, did the teacher listen, pay attention, respond agreeably, etc.?)	☐	☐	☐	☐
6. provided opportunity for student response and participation. (For example, did the teacher allow the student to ask questions, make comments, or enter into class activities?)	☐	☐	☐	☐
7. stated how the student would know when he/she has achieved the objective(s) of the lesson. (For example, did the teacher state the criteria to be used in evaluating the students' achievement?)	☐	☐	☐	☐
8. expressed enthusiasm in the lesson. (For example, did the teacher use speech and physical gestures to communicate enthusiasm to the students?)	☐	☐	☐	☐
9. used instructional aids. (For example, did the teacher use real objects, models, chalkboard, charts, etc.?)	☐	☐	☐	☐
10. used motivational and/or attention getting devices. (For example, did the teacher tell a related story, present background information, ask a provocative question, or make a startling statement?)	☐	☐	☐	☐

NOTES

Learning Experience IV

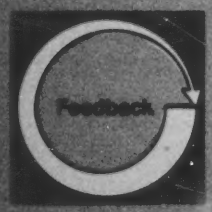
FINAL EXPERIENCE

In an actual school situation*, introduce a lesson.

Introduce a lesson to a class you are responsible for teaching. This will include—

- selecting an objective(s) from your occupational specialty
- selecting, modifying, or developing a detailed lesson plan for accomplishing the objective(s)
- paying special attention to the development of a lesson introduction
- selecting materials, if needed, to support that introduction
- presenting your lesson to the class

NOTE: Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.



Arrange in advance to have your resource person observe your presentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, p. 43.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in introducing a lesson.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Introduce a Lesson (C–10)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

LEVEL OF PERFORMANCE

During the Introduction, the teacher:	N/A	None	Poor	Fair	Good	Excellent
1. stated specifically what the objective(s) of the lesson was in terms of student behavior	☐	☐	☐	☐	☐	☐
2. explained why the objective(s) was important in terms of student needs	☐	☐	☐	☐	☐	☐
3. identified what the students would need to do in order to accomplish the objective(s)	☐	☐	☐	☐	☐	☐
4. related the lesson to past classroom activities or to students' prior knowledge or experience	☐	☐	☐	☐	☐	☐
5. explained how the students would know when they had achieved the objective(s)	☐	☐	☐	☐	☐	☐
6. used motivational and/or attention getting devices	☐	☐	☐	☐	☐	☐
7. provided opportunity for student response and participation	☐	☐	☐	☐	☐	☐
8. reacted favorably to student questions, answers, and comments	☐	☐	☐	☐	☐	☐
9. used instructional aids	☐	☐	☐	☐	☐	☐
10. was enthusiastic	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competenc in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials

Resource Person Guide to Using Performance-Based Teacher Education Materials

Guide to the Implementation of Performance-Based Teacher Education

---

For information regarding availability and prices of these materials contact—

AAVIM

American Association for Vocational Instructional Materials

120 Engineering Center • University of Georgia • Athens, Georgia 30602 • (404) 542-2586